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ABSTRACT

The final report documents activities of the California Learning Resource Center (CLRC) which focused on developing an intrastate network of learning resource centers and university affiliates, providing technical assistance to the associate centers in special education and in preservice and inservice training, providing training in instructional technology for special education personnel, and introducing and disseminating an objective-based diagnostic/prescriptive approach to materials selection. An introductory section reviews the CLRC background, philosophy, and organization. Project activities for the 3-year period are listed, and a final section presents a summary of successes and impact and sets forth recommendations for future workscope activities. (CL)

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FINAL TECHNICAL REPORT

California Learning Resource Center
University of Southern California
Los Angeles, California

September 1, 1974 through May 31, 1977

Project No. 53-4402-8047

Contract No. OEG-300-75-0042

December 30, 1977

U. S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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ABSTRACT

The California Learning Resource Center (CLRC) project was operated by the University of Southern California, Los Angeles, California, serving the state of California, which was designated as Region #2 in the national ALRC program. Major activities included development of an intrastate network of 42 associated learning resource centers and 17 college and university affiliates; technical assistance to the associate centers in LEA special education programs and to the college and university affiliates for preservice and inservice training; media, materials, and instructional technology training for teachers, administrators, and other professionals in special education; and training in and dissemination of System Fore, an objective-based, diagnostic/prescriptive approach to materials selection. In addition, the CLRC allocated funds to 13 California Master Plan Agencies to assist them in building capacity for media/materials services; provided technical support to the National Instructional Materials Information System (NIMIS); and established and maintained a close working relationship with the Clearinghouse Depository for Handicapped Students, the California Department of Education's special education materials development center. Information services included needs assessments, contributions to the statewide program planning of the California Department of Education, and development of guidelines for learning resource center operations. The CLRC developed, published, and disseminated sourcebooks and references dealing with media and materials and related services, producers, and agencies. The project also published and disseminated three different periodicals for teachers and others interfacing with exceptional children at the classroom level; for LEA administrators and staff, and for associate center and SEA administrators.

Project No. 53-4402-8047

Contract No. OEG-300-75-0042

Final Technical Report of the California Learning Resource Center

Watts, Charles A.
Project Director

University of Southern California

December 30, 1977

This project reported herein was performed pursuant to a contract with the Office of Eucation, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. Department of
Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

Preface

This report is submitted in fulfillment of contract requirements and conforms to specifications in: Final Technical Report Writing Guidelines for Preparation of AIRC/SO Final Reports, prepared by Coordination Services, NCEMMH, February 25, 1977.

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I. PROJECT FRAMEWORK

A. Project Background

1. Historical

In 1964, the school of Education at the University of Southern California was funded by the U. S. Office of Education, Handicapped Children and Youth Branch, to establish a demonstration Mental Retardation Instructional Materials Center project under Public Law 88-164. Funding period was 1964 to 1966. William Reid and Donald Rucker were co-directors (Figure 1).

Stated objectives for the Mental Retardation Instructional Materials Center were:

1. Develop and demonstrate instructional materials and methods to be used in education and training of mentally retarded individuals.

2. Explore and develop means by which materials and methods developed may be translated into curriculum for use by special educators in professional education.

3. Explore means by which curricular materials and instructional methods developed may be expediently disseminated to users.

4. Explore the use of newer instructional technology and new communication devices in development of instructional materials and methods.

5. Explore and compare means of rapid communication of proven materials and methods to teachers in need of them.

6. Evaluate school district-university collaboration as a model for establishing other centers.

An exceptional aspect of the Mental Retardation Instructional Materials Center Project was collaboration of the Los Angeles Unified Schools with the University of Southern California. One result of this collaboration was development of an instructional guide for multiply-handicapped children, with emphasis on language. The guide was field-tested in twenty-two classrooms for exceptional children in Los Angeles and was published by the University of Southern California, Department of Exceptional Children, as Language Development Experiences for Young Children.

The 5"x8" publication was an innovation of the early project. This publication provided summaries of articles in current periodicals for teachers of the mentally retarded. One thousand packets were collated by child development prevocational training

HISTORY OF CLRC

Date	Project	Personnel	Area Served
1964	MRIMC	Reid Rucker Engel	Southern California
1966	IMCSE	McIntyre Nelson Watts Volkmor	California Arizona, Nevada
1968	IMCSE	McIntyre Watts Weston	California, Arizona, Nevada
1971	IMCSE	Watts Weston Volkmor Langstaff	California, Arizona, Nevada
1974	CLRC	Watts Bolen Perkins Thomas Vander-Beugle	California

Figure 1. History of CLRC

classes in the Los Angeles City Schools, and were distributed to teachers and administrators in six local school districts.

In another activity, the project staff designed and established a manual information storage and retrieval system in which approximately 1000 documents were annotated and could be retrieved through author-title cards.

In 1966, the project became one of eleven regional centers in the newly created Instructional Materials Center Network for Handicapped Children and Youth. The Instructional Materials Center for Special Education (IMCSE) at the University of Southern California became responsible for serving the states of Arizona and Nevada as well as California. Robert McIntyre and Calvin Nelson directed the new effort.

In 1966-1969, IMCSE activities focused on establishing rapport with the state special education directors and laying the groundwork for the development of associate, affiliate, and satellite centers throughout the service area. Membership in the IMCSE was offered to all special educators in California, Arizona, and Nevada, and members were actively recruited by project staff involved in field activities. Membership eventually grew to 14,000. Members received IMCSE publications and were entitled to information service from the IMCSE's computer-based information system and to library loan service.

From 1970 through fiscal year 1973, the IMCSE continued to serve as a depository and loaning agency for both child-use and professional instructional materials. In 1971, Charles A. Watts became Project Director. Information service was reduced and preparation and dissemination of categorical bibliographies increased. Associate Centers were established throughout the region, and by the end of the 1973 funding period, an Associate Center network had begun to emerge. Training activities and the production of training materials began receiving major emphasis. Media production focused on the use of videotaped presentations and on development of sound-filmstrip, auto-instructional training programs for teachers. Among these was "Structuring the Classroom for Success" published by Charles Merrill in 1974.

Fiscal year 1974 was devoted to stimulating Associate Center Capabilities to deliver media and materials services to their clients. Associate Center membership grew to 31 in the three-state region. Since this was the end of the IMCSE program, IMCSE library holdings of child-use materials were placed on long-term loan with Associate Centers and regional center library walk-in and loan services were phased out. The Instructional System FORE of Los Angeles City Special Education Division was purchased and distributed to Associate Centers. Training activities were restricted to those related to media and materials, with emphasis on use of System FORE.

In 1974, the University of Southern California received funding for the California Learning Resource Center, with Charles A. Watts as director and a core staff of former SEIMC personnel. The service area became the state of California. The activities and achievements of this project are detailed in the remainder of this report.

2. Geographical Area and Target Population

The service area for the CLRC was the state of California, the third largest state of the Union, with 158,693 square miles. Its most distant points are separated by more than 1,000 miles.

California has one-tenth of the nation's population, more than 20,000,000 by current estimates. The 1970 census showed the population of California to be 90.9% urban and 9.1% rural. The state consists of 58 urban and rural counties. They range from the densely populated urban centers of the San Francisco Bay area and the Los Angeles coastal basin to the wilderness and agricultural areas of Mono, Inyo, Alpine and Imperial Counties. The state has an 11% black population and a 15% Spanish surname population. In the Los Angeles area alone, there is the largest Spanish surname population outside of Mexico City.

The 1970 school age population of California was 5,111,054, with more than 170,000 teachers. Average daily attendance figures range from more than a million-and-a-half school children in Los Angeles County to 150 in Alpine County. The number of reported handicapped children is approximately 378,000, with approximately 30,000 teachers. More than 400 million dollars is being spent by the state, counties, and districts for programs for individuals with exceptional needs.

Approximately four-and-a-half million school children attend school within those counties designated by the Bureau of the Census as Standard Metropolitan Statistical Areas (SMSA). The 21 counties in the 16 SMSAs were those served by most of the CLRC's Associate Centers (Figure 2) (See III-A-1. Associate Center and College and University Affiliate Networks).

Based on the BEH formula of 12 percent of children with handicapping conditions in the total population, the CLRC project, through its Associate Center/CUAN members, may have served 540,000 school children with special needs.

Estimated number of the school population above are based on data from the 1976 California Public School Directory and other authoritative published information.

3. Service Needs

Several problems have faced the state of California. Many

Figure 2. Areas served by Associate Centers

individuals with exceptional needs are yet to be identified. Many others are on waiting lists for class openings. In a large state with multi-ethnic groups representing a sizeable portion of the population, it is difficult to provide for culturally appropriate educational materials and services. Large urban areas tend to have multiple services and yet lose some clients or have them on waiting lists for services.

The California Master Plan for Special Education, A.B. 1250, notes the problem of full service for individuals with exceptional needs and raises new problem regarding implementation in an orderly manner. The California Master Plan shows more than 12,000 exceptional children aged 3-though-21 who either are not receiving an education at all or who are severely handicapped and being educated, but are not having all of their educational needs met.

The Instructional Materials Center for Special Education (SEIMC) had found a scarcity of resources to allow teachers to fill their needs for media and materials in the classroom. Many Associate Center reported inability to fulfill these needs with local funds. The CLRC was able to reduce these needs at least somewhat by encouraging the Associate Centers to employ System FORE as a materials retrieval system. This permitted teachers to retrieve materials by objective, thus making full use of materials located in their area. At least 21 of the Associate Centers received training in utilization of System FORE.

The majority of LEAs and IEUs in California still do not have a service unit that will assure the availability of educational media and materials or ancillary equipment and its proper usage for the education of handicapped children. A growing need for such units exists--particularly in view of the individualized educational program (IEP) requirements of P.L. 94-142 and the objectives of the California Master Plan for Special Education.

B. Project Philosophy, Goals, and Objectives

1. Philosophy

The philosophy of the CLRC was to work closely and cooperatively with the California Department of Education and with the members of the Associate Center and College and University Affiliates Network in meeting identified needs in special education.

The basic approach was to build on the concepts of the Master Plan for Special Education. Implementation of the CLRC program was tied to development of special education units for serving all individuals with exceptional needs.

The CLRC aimed to expand and further develop the capabilities of the Associate Center Network established by the SEIMC, and

through them to improve special education services in all SMSAs.

2. Goals

The goals of the project remained the same for all three years of the project:

GOAL I: To develop an adequate and viable intrastate delivery system for instructional materials and media for California in conjunction with the SEA.

GOAL II: To provide information, dissemination and reinforcement state staff and designates on child-related instructional materials and media.

GOAL III: To identify in the State of California, needed media, materials and educational technology training to encode these training materials in the ALRC/NCEMMH Network unit.

GOAL IV: To increase the competency of teachers and para-professionals in the use of instructional materials and media.

3. Objectives

a. Terminal Objectives

At the outset of the project, 12 terminal objectives were established. These were maintained for the life of the project:

TERMINAL OBJECTIVE 1
Stimulation and Development

IA By August 31, 1977, an adequate MLRC will be operational in each SMSA within the ALRC service area and at least 75% of non-SMSA areas will be served by an adequate SLRC or other appropriate materials and media delivery system.

TERMINAL OBJECTIVE 2
State Planning

IB By August 31, 1975, the ALRC with the cooperation and approval of the California SEA will have developed and approved a plan for "adequate"* and "viable"** intrastate materials services consistent with state special education services and by August 31, 1976 and 1977, each plan will have been updated in accordance with local and state needs.

*"adequate" is defined as a center which gives the following key services to 75% of the target for such services SMSA-wide: (1) Materials-information service; (2) Materials-loan service which responds to requests for physical access to the materials and (3) In-service training services which prepare teachers for using the materials, methods, machinery, and systems variously called educational technology, audio-visual, media, instructional materials and other terms.

**"Viability" is defined as an expression of local or state authorities of their intent to carry on the enterprise if necessary without ALRC and other federal assistance.

TERMINAL OBJECTIVE 3
Conferences and Workshops

ID By August 31, 1977, the region will have developed the capacity through LEAs, MLRC's and SLRC's to conduct media and materials conference and workshops for at least 75% of teachers of individuals with exceptional needs.

TERMINAL OBJECTIVE 4
Information Dissemination

IE By May 31, 1977, a system will be planned and developed for dissemination of both solicited and unsolicited child-use material-related information on a continuing basis by MLRC/SLRC. Such a system will provide information upon request to at least 75% of teachers of individuals with exceptional needs by August 31, 1976 and at least 90% by August 31, 1977.

TERMINAL OBJECTIVE 5
Reinforcing State Staff

IF By October 31, 1974, human resources for reinforcing state staff in media, materials and educational technology will be available on a continuing basis within the region.

TERMINAL OBJECTIVE 6
Consultation

IC By August 31, 1975, a system will be operational to respond to requests for consultation on educational technology and special education materials usage by SEA and LEA within two weeks of request.

TERMINAL OBJECTIVE 7
Network Interface

IG By October 1, 1974, the ALRC will be prepared to act as an interface between locally expressed needs for materials-information and materials-loan and the ALRC/NCEMMH Network resources for meeting such needs and by August 31, 1975, the ALRC will convey such requests within three working days of the receipt.

TERMINAL OBJECTIVE 8
Identifying Training Needs

IIIA By March 31, 1975, the ALRC will have developed the capacity to identify the media, materials, and educational technology training needs of teachers of the individuals with exceptional needs within the state, on at least a yearly basis, and will have implemented these identification procedures with 50% of the teachers by June 30, 1976, and 80% by June 30, 1977.

TERMINAL OBJECTIVE 9
Communicate Training Needs

IIIB By August 31, 1975, 1976 and 1977, the identified media, materials, and educational technology training needs of special education personnel will be communicated to the SEA and the training agencies.

TERMINAL OBJECTIVE 10
Training Materials Information

IIIC By August 31, 1977, 100% of college/university education departments, SEA and the training agencies making a request will receive, within two weeks, information on the location of extant and usable media, materials and educational technology training programs for individuals with exceptional needs.

TERMINAL OBJECTIVE 11
Training Materials Classification

IIIE By August 31, 1977, at least 90% of all media-training materials developed or identified within the ALRC service region will be classified, described and encoded for entry into the national data base.

TERMINAL OBJECTIVE 12
Training Materials Design

IIID By August 31, 1975, a system will be operational to assist colleges/universities and the SEA in the conceptualization and design of needed media and educational technology training materials as determined in the field.

b. 1974-1975 Objectives and Related Strategies

GOAL I: To develop an adequate and viable intrastate delivery system for instructional materials and media for California.

1.0 The ALRC will cooperate with the SEA to develop a model material/media service center in each CSEU submitted under the California Master Plan.

1.1 A plan itemizing specific means of CLRC reinforcement of SEA efforts at media services development will be prepared jointly by the CLRC Director and California Director of Special Education by November 30.

1.2 Technical Assistance, consultation and subcontracts will be provided by the CLRC for needed services requested by the CPA's.

2.0 The ALRC will provide staff coordination or consultants for specified technical assistance to promote Associate Center MLRC and CSEU development.

2.1 Needed training for Associate Center personnel will be coordinated by the CLRC.

2.2 Technical assistance for Associate Center Directors to program planning, development and evaluation will be provided by the ALRC.

2.3 The CLRC will provide technical assistance for interior facility development.

3.0 The ALRC will reassess the existing Associate Centers providing for restructure and expansion as needed to provide a viable statewide network in conjunction with the SEA.

3.1 The Location, population and service areas of the extant Centers and projected CPA's will be examined by the CLRC to determine the most efficient and feasible materials delivery system.

4.0 The ALRC will develop a criteria for the establishment, operation and evaluation of the MLRC, CSEU's and the Associate Centers in conjunction with the LEA and SEA.

4.1 Profiles on the scope of services, extent of coverage, and state of financial self-sufficiency for each MLRC and each SMSA will be developed by the CLRC.

4.2 The CLRC will assist in the further refinement of current operational criteria of the various Associate Centers.

4.3 The CLRC will cooperate with the Associate Center Network in an on-going, bidirectional evaluation and monitoring project to take place between April 1 and June 30, 1975.

4.4 The proposed media and materials delivery design will be reviewed by the ALRC and the existing Associate Center Network by November 30 to insure the best system possible.

5.0 The ALRC will survey, designate and meet with other agencies involved in the areas of media, materials and educational technology for the purposes of exploring the possible cooperative areas for expanding services to individuals with exceptional needs.

5.1 To facilitate the delivery of service to appropriate clients, the ALRC will promote a working relationship with the Clearing-house Depository for Visually Handicapped by November 1974.

5.2 By January 5, 1975, the "Resource Information Directory" will be updated and expanded by the CLRC.

6.0 The ALRC will assess needs, provide conferences, workshops and media fairs for Associate Centers and SEA and maintain a master schedule of media/ materials conferences statewide.

6.1 By February 15, 1975, a survey will be accomplished to determine types of media and materials conferences desired by Associate Centers.

6.2 Meetings will be held October 2-3 and April 30-May 2 for Associate Center Directors and their support personnel.

6.3 CLRC participation will occur upon request in workshops held by Associate Centers on media and materials adaptation, use and purchase.

6.4 CLRC will coordinate and participate in media and vendor fiars held at the Associate Centers.

6.5 The CLRC will participate in State Associate Conference and Conventions according to request for media and materials topics.

GOAL II: To provide information, dissemination and reinforcement to State staff and designates on child-related instructional materials and media.

1.0 The ALRC will develop and distribute publisher information on child-related media/materials to the Associate Centers.

1.1 By January 30, 1975, the CLRC will provide new Centers with publisher information packets and will have updated the current system.

1.2 By February 25, 1975, the CLRC will have distributed the publisher information to the new Associate Centers.

1.3 By December 15, 1975, the CLRC will develop and list information on commercial vendors supplying materials and media training. By February 15, 1975, an update will be completed.

1.4 The CLRC will, by March 20, 1975, distribute information concerning commercial vendors supplying materials and media training.

2.0 The ALRC will develop, format, edit and distribute information on child-related media and materials to the regional clients.

2.1 The CLRC will, for eight months, distribute publications SHARE or The Communicator containing information on child-related materials.

3.0 The ALRC will provide assistance in training the Associate Centers in implementation and utilization of System FORE.

3.1 The CLRC will conduct workshops to further implement System FORE in Associate Centers.

3.2 Through utilization of System FORE cards, the CLRC will coordinate efforts to facilitate encoding of materials into the intrastate materials delivery system.

3.3 The ALRC will stimulate vendor participation in System FORE by the encoding of their products into System FORE.

3.4 The ALRC will cooperate with Los Angeles City Unified School District in further development of System FORE by identifying materials appropriate to additional subject areas.

3.5 The ALRC will work in conjunction with the ALRC in AREA 1 to develop alternate workshop and implementation techniques with regard to System FORE training.

3.6 The ALRC will develop a System FORE publication on utilization and application in a programmed instructional format.

4.0 The ALRC will develop an analysis, comparison and interrelationship model for System FORE, DASIE and BCP.

4.1 The ALRC will plan and establish procedures for the analysis and comparison of three produces: System FORE, DASIE and BCP.

4.2 The ALRC will develop an application plan for the integrated programs.

4.3 The ALRC will disseminate in a packaged format the application plan for the integrated programs.

5.0 The ALRC will collect and disseminate information regarding special education media and materials in response to contact and consultation with SEA.

5.1 By October 15, 1974, the CLRC will have assessed the informational needs of the State Special Education Commission and the State Board of Education regarding media and materials for individuals with exceptional needs.

5.2 The CLRC designates will attend appropriate State Special Education meetings.

5.3 The CLRC will disseminate information regarding media and materials to the State Special Education Agencies.

GOAL III: To identify needed media, instructional materials and educational technology training materials for individuals with exceptional needs.

1.0 The ALRC will provide media and material consultative training to facilitate Associate Centers in the task of increasing competency of teachers.

1.1 The CLRC will provide each Associate Center with an allocated amount of consultant time for media and materials training ($1,000.00).

1.2 The ALRC will provide a system which will identify possible sources of utilization in Strategy 1.1.

1.3 The ALRC will coordinate and disseminate for Associate Centers, packaged training lists or workshop training in specific media skills.

2.0 The ALRC will provide media/material consultation to state hospitals, public and private institutions.

2.1 The ALRC will develop and disseminate a needs analysis document to institutions.

2.2 The ALRC will sponsor a two day conference for the ancillary staff to share program information on media/materials.

3.0 The ALRC will act as an interface between other ALRC, NCEMMH Network Units.

3.1 The ALRC will maintain a communication system for use by MLRC's, CSEU's and Associate Centers on materials information.

3.2 The ALRC will train and transport staff in appropriate interface activities with the ALRC/NCEMMH Network and its units.

GOAL IV: To increase the competency of teachers and ancillary staff in the use of instructional materials and media.

1.0 The ALRC will develop, implement and analyze a needs assessment regarding media, materials and educational technology training packages within the California region.

1.1 The ALRC will develop a needs assessment tool or revise one currently in existence on media/materials training.

1.2 The ALRC will implement a needs assessment within the region on a 10% sample of the population.

2.0 The ALRC, after developing a needed media/materials training package, will communicate this information to appropriate agencies.

2.1 This information is to be communicated after completion of needs assessment. (See under Terminal Objective 8 work element III A for implementation).

3.0 The ALRC will survey and develop a pilot training program for ancillary staff in the area of media and materials.

3.1 The ALRC will conduct a survey to determine the needs for training ancillary staff in media and materials. Survey will determine types of media and materials most commonly used.

4.0 The ALRC will establish relationships with the State Universities and colleges systems to provide consultation in teacher training programs in the use of media/materials and technology.

4.1 The ALRC will contact and assist the teacher training institutions in assessing media/materials training needs.

4.2 The ALRC will provide staff time for help in meeting program needs under 4.1.

5.0 The ALRC will survey and encode all media training materials developed within the California region.

5.1 The ALRC will conduct a survey to determine the extant and useable media training materials in the area of special education located in the California region.

5.2 The ALRC will survey the extant media training materials available on a national level for ALRC information backup.

5.3 The ALRC will encode the determined media training materials into the National Center for Educational Media and Material for the Handicapped.

GOAL V: Administration

1.0 The Center will provide administrative planning support, facilitation and direction during the course of the project for all staff personnel.

1.1 Administration reports, monthly, quarterly, final

1.2 Budget monitoring and supervision (sub-contracts, etc.)

1.3 Internal coordination with University (Dean, contracts and grants, etc).

2.0 The Center will provide for administrative support for the activities of the project; acquiring personnel, facilities, support materials and supplies and people, and appropriate National conferences.

2.1 Acquire needed personnel

2.2 Acquire facility if needed

2.3 Arrange supply of needed materials and supplies

2.4 Arrange for appropriate training and attendance at National conferences

2.5 Arrange for accounting system for project and monitor

2.6 Arrange for five Executive Advisory Group meetings and their support

3.0 The Center will facilitate activities of the Center through the holding of staff meetings, time on monitoring strategies, and meeting appropriate intrastate agencies.

3.1 Hold staff meetings on a monthly basis

3.2 Monitor strategies and their activities

3.3 Meet with appropriate intrastate agencies

4.0 The Center will gather appropriate evaluation and documentation on the project and make appropriate decisions based on data.

4.1 Acquire quarterly reports, write and monitor the evaluation data and forward to USOE/BEH.

4.2 Gather information on evaluation for final report and compile, analyze and submit to USOE/BEH

5.0 The Center will provide administrative help in the development and supervision of subcontracts to specific agents.

5.1 Develop procedure for processing subcontracts.

5.2 Supervise the provision of subcontracts.

5.3 Assure University processing of subcontracts.

6.0 The Center will provide the administrative link between the project and USOE/BEH and other units of the NCEMMH Network.

6.1 Interaction with USOE/BEH on contract procedure and award, revisions.

6.2 National Network activities and conferences

6.3 Training or information activities with NCEMMH on other Network agencies such as S1, S2, S3, or S4

c. 1975-1976 Objectives and Related Strategies

1A: Assist States in Local and State Materials Center Stimulation.

1A-01-2 The CLRC develop a service scope profile describing existing services of California LRC's.

1A-02-1 The CLRC will provide staff coordination of consultants for specified technical assistance to promote new Associate Center Development.

1A-03-1 (A) The CLRC will develop a refinement of the criteria for the establishment of Associate Learning Resource Centers.

1A-03-1 (B) The CLRC will maintain a communication system for the intrastate network.

1A-03-5 (A) Through utilization of System FORE, the CLRC will coordinate efforts to facilitate encoding of materials into the intrastate materials delivery system.

1A-03-5 (B) The CLRC will provide information on national retrieval systems in order to support the intrastate information bank.

1A-03-5 (C) The CLRC will refine the plan to develop a state Network for LRC's.

1A-03-6 (A) The CLRC will cooperate with the Associate Center Network in an ongoing, bi-directional evaluation and monitoring project.

1A-03-6 (B) The CLRC will provide a bi-monthly inservice packet from September to June for Associate Center Directors and SEA designates.

1A-03-8 (4L) (A) The CLRC will develop an addendum to the Index of Publishers of Instructional Materials which will serve as a media/materials intrastate information bank.

1A-03-8 (4J) (B) The CLRC will distribute information on child-related materials through two publications: Share and The Communicator.

1A-03-8 (4J) (D) In order to disseminate information on child-use Instructional Materials, The CLRC will maintain a computer based, teacher, other professionals, parent, mailing list.

1B: Provide Technical Assistance to SEA's in State Planning of Intrastate Materials Service.

1B-01-1 The CLRC will provide an addendum to the Sourcebook of Educational Agencies to Associate Centers and designated SEA's. This sourcebook will serve as a media/ materials intrastate information bank.

1B-02-1 The CLRC will coordinate a working relationship between agencies and direct inter-complimentary program efforts toward the development of a LRC model delivery system.

1C: Provide SEA and LEA consultation on Educational Technology of Special Education Materials.

1C-01-2 (A) The CLRC will provide technical assistance and coordinate needed training for existing Associate Centers.

1C-01-2 (B) The CLRC will provide each designated Associate Center with an allocated amount of support for consultant services to be used in the area of media and materials training.

1C-02-1 The CLRC will prepare a consultant registry for MLRC utilization.

1D: Develop Capacity to Conduct Media and Materials Conferences and Workshops.

1D-01-1 (A) CLRC will provide two Associate Center meetings per year for Directors and their support personnel.

1D-01-1 (B) The CLRC will provide further refinement of System FORE through training in materials retrieval of System FORE.

1D-01-2 The CLRC will provide training personnel in Associate Centers with workshops on teacher-made materials, adaptations of extant materials, and media/material usage.

1D-02-1 (A) The CLRC will develop three traveling displays of instructional materials to be circulated throughout the State Learning Resource Centers in the high priority content areas designated by the 1975 needs assessment.

1D-02-1 (B) The CLRC will provide staff to train conference participants in more appropriate systems of utilization of media and materials for handicapped children.

1D-03-1 The CLRC will maintain a collection file with updated information on media and materials.

1D-03-2 (A) CLRC will find and obtain packaged workshops on teacher-made materials; adaptations of existing materials for special education, and media-materials training.

1D-03-2 (B) The CLRC will provide a System FORE publication on the utilization and application in an instructional format.

1D-03-2 (C) The CLRC will work with Regions 1 and 3 on refinement of System FORE workshops and packages for more effective workshops.

IF: Provide Human Resources for Reinforcing State Staff.

IF-01-1 The CLRC will provide information on media/materials services to the State Department of Education or Special Education Commission.

IF-02-5 (A) The CLRC will supplement SEA staff by providing appropriate information.

IF-02-5 (B) The CLRC will initiate and support coordinated activities with the SEA Clearinghouse Depository for the Visually Handicapped.

IG: Act as interface between locally expressed need for materials loan.

1G-01-1 The CLRC will house and make available to individuals upon request an information file on agencies, ALRC's, RRC's, Clearinghouses, etc.

1G-02-1 The CLRC will monitor all child-use and media competency training materials requested by California clients.

IIIB: CLRC will help trainers to identify media, materials, and technical training needs.

IIIB-01-2 The CLRC will conduct a conference to disseminate needs analysis data to State Hospital educational personnel.

IIIC: Help Trainers to locate extant and useable training programs and materials.

IIIC-01-3 The CLRC will assist the teacher training institutions in identifying and obtaining media, materials, and education technology programs to meet specific training needs.

IIID: Design and conceptualize needed and unavailable training materials.

IIID-01-1 The CLRC will conceptualize and design a comprehensive training package workshop on media and materials for distribution to rural areas.

IIIE: Classify, describe and encode media training materials for information base.

IIIE-01-1 (A) The CLRC will identify media competency training materials which are being developed in California.

IIIE-01-1 (B) The CLRC will encode media copetency training materials for NIMIS/NCEMMH

VIA: Conduct Project Planning, Monitoring, Reporting, and Internal Management.

VIA-01-1 Produce management strategies ie., Executive Board Meetings.

VIA-01-4 Conduct project planning and development activities for total centers activities.

VIA-02-1 Conduct project monitoring activities regarding personnel, training of staff, scheduling of time and resources of project.

VIB: Participate in Network Coordination Activities.

VIB-01-1 The CLRC will provide a staff member to participate in all activities of Committee Four (Materials Distribution).

d. 1976-1977 Objectives and Related Strategies

1A: Acquire and disseminate data on SEA, LRC and ALRC resources and services.

1A-01-2 and 4 The CLRC will acquire needed data on resources of the State in media and materials of districts of more than 10,000 ADA; will acquire needed information from State meetings as needed; and will present information on available LRC services at State meetings and conferences.

1A-02-1 New Center Development.

1A-03-1 The CLRC will provide technical assistance through staff and consultant efforts for the purpose of supporting and expanding learning Resource Center Services.

1A-03-1 The CLRC assist in expansion of State services through technical assistance to SEA, CDHS, SS, CUAN, EMC's, CPA's, RLA's, EPS's and LRC's by providing appropriate information or staff consultant time as per request.

1A-03-5 The CLRC will coordinate intrastate materials distribution system through FORE encoding activities.

1A-03-6 The CLRC will provide management information services to LRC's through the holding of a fall and spring workshop on management procedures; provide assistance in documentation procedures, associated center proposals; and carry out evaluation site visits and reports on all 41 centers.

1A-03-8 The CLRC will conduct intrastate work on behalf of State to expand existing services through materials advocacy and information publications.

1A-03-8A Materials Advocate.

IC: Provide SEA's and LEA's consultation on educational technology of special education materials-usage.

1C-01-4 Provide consultant services to RRC on media and materials at training workshops.

1C-02-1 Maintain, provide and expand consultant registry information to SEA, LRC's EMC's and CUAN.

ID: Develop a capacity for conduct of (or participation in) media and materials conferences and workshops.

1D-01-1A The CLRC will support the SEA materials distribution system by providing for System FORE in and preservice training to clients expressing a need for such training.

1D-01-1B The CLRC will conduct BSL workshops.

ID-02-1 The CLRC will participate in media and materials conferences through implementation and dissemination of traveling materials displays.

ID-03-2 The CLRC will obtain materials for training through interaction and participation with ALRC #1 and #3.

IE: Devise and execute a plan for dissemination of child-use instructional materials-related information to SEA-designated recipients.

1E-01-1 Disseminate NIMIS derived child-use materials information through SEA by placement of staff at CDHS.

IIA: Identify needed instructional materials and prioritize needs.

IIA-01-1 The CLRC will contribute to the national needs assessment.

IIIB: Execute a plan to make needs known to pre-and-in-service training institutions and agents and provide consultation service to same.

IIIB-02-2 The CLRC will participate in Special Office training sessions.

VIA: Conduct project planning, monitoring, reporting and other necessary internal management functions.

VIA-01-1 The CLRC will conduct pre-planning for interface with SEA, RRC and LRC's.

VIA-01-3 The CLRC will allocate resources involving projecting plan on basis of needs, re-allocation during fiscal year.

VIA-01-4 The CLRC will produce management strategies including the use of our Executive Board for projecting future plans and needs, including management procedures. Includes bi-monthly staff sessions as well as quarterly staff sessions.

VIA-02-1 The CLRC will monitor activities by quarter and if necessary by activity and account for documentation of program effort.

VIA-02-2 The CLRC will monitor professional time of staff, and utilization of forms and procedures.

VIA-02-3 The CLRC will monitor budget category by strategies and will see that bookkeeping activities are maintained by strategies and monthly budgeting process is followed.

VIA-02-4 The CLRC will prepare internal management reports as needed by project director or for the University.

VIA-03-1 The CLRC will prepare progress reports for Advisory Board, State Department of Education, Special Education unit, and BEH/USOE.

VIA-03-2 The CLRC will prepare technical reports for specific program impacts contractural activities.

C. Project Organization

Organization of the CLRC staff is shown in Figure 3. The background and major responsibilities of each member of the professional staff is shown in Figure 4. The position of the CLRC project within the University of Southern California is shown in Figure 5.

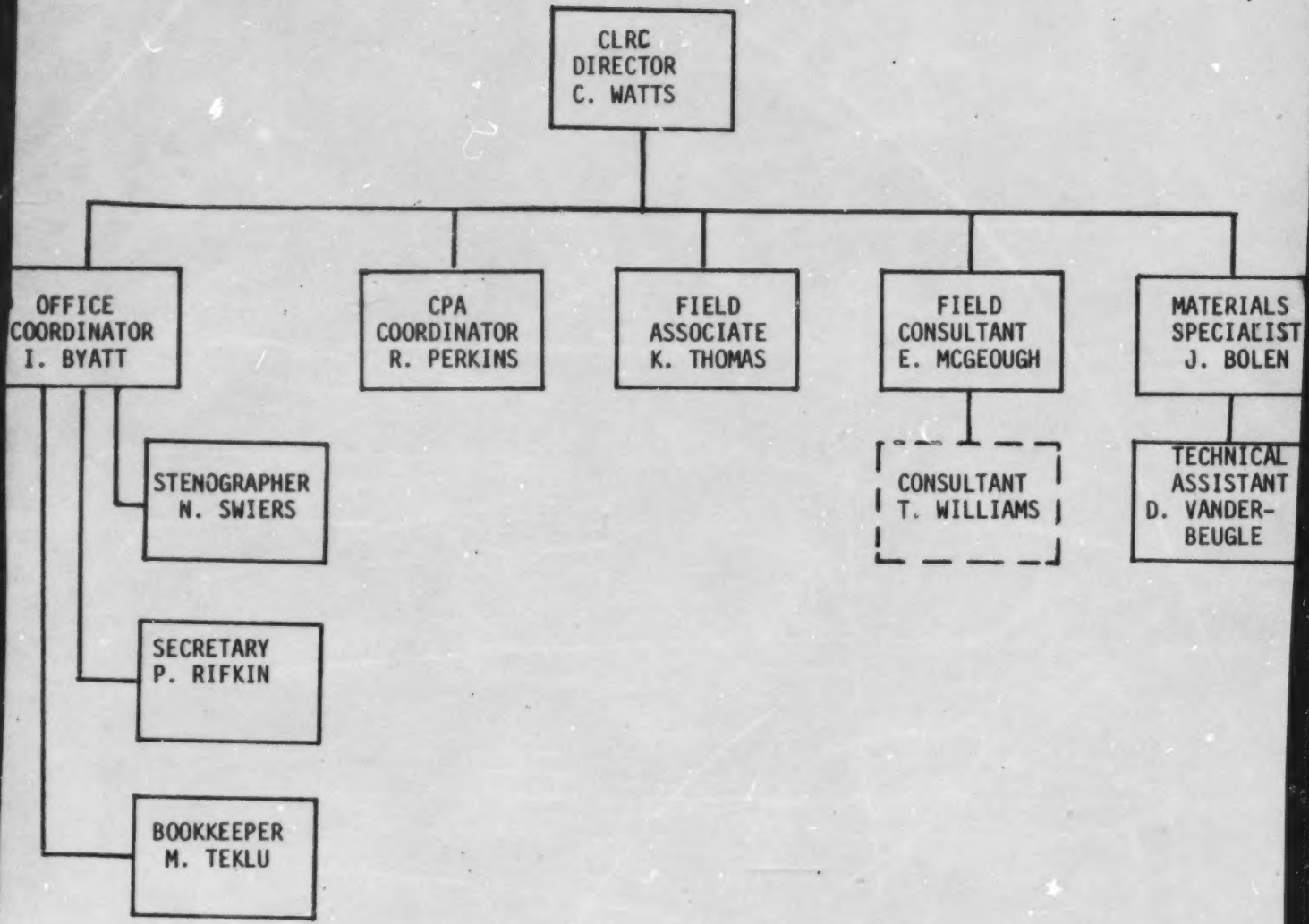

Figure 3. Staff organization

PERSONNEL	BACKGROUND	MAJOR RESPONSIBILITIES
Eleanore McGeough	Teacher, Teaching-Principal Field Associate	Field Training, Associate Center Meetings, Associate Center Evaluations, New Centers
Donna Vander-Beugle	Teacher Assistant, Technical Assistant, Fernald, UCLA	Source Book of Educational Agencies, Share, Publishers Index, Traveling Displays
Karen Thomas	Teacher, Field Associate, Field Director	State College Coordination State Hospital Coordination Media Training, CDHS Coordination
Jackie Bolen	Field Assistant, Assistant Librarian, Librarian, Media Specialist	Traveling Displays, Encoding Workshops, Media/Materials Information, SHARE, Communicator
Roger S. Perkins	Research and Evaluation Associate, Program Development Coordinator, Associate Director, CPA Coordinator	CPA Sub-Contracts, Needs Assessment, SMSA Profile, State Plan
Chuck Watts	Teacher, School Psychologist, Field Associate, Associate Director, Director, Principal Investigator	Project Administration, Coordination State Agencies, Coordination BEH/NCEMMH

Figure 4. Personnel background and responsibilities

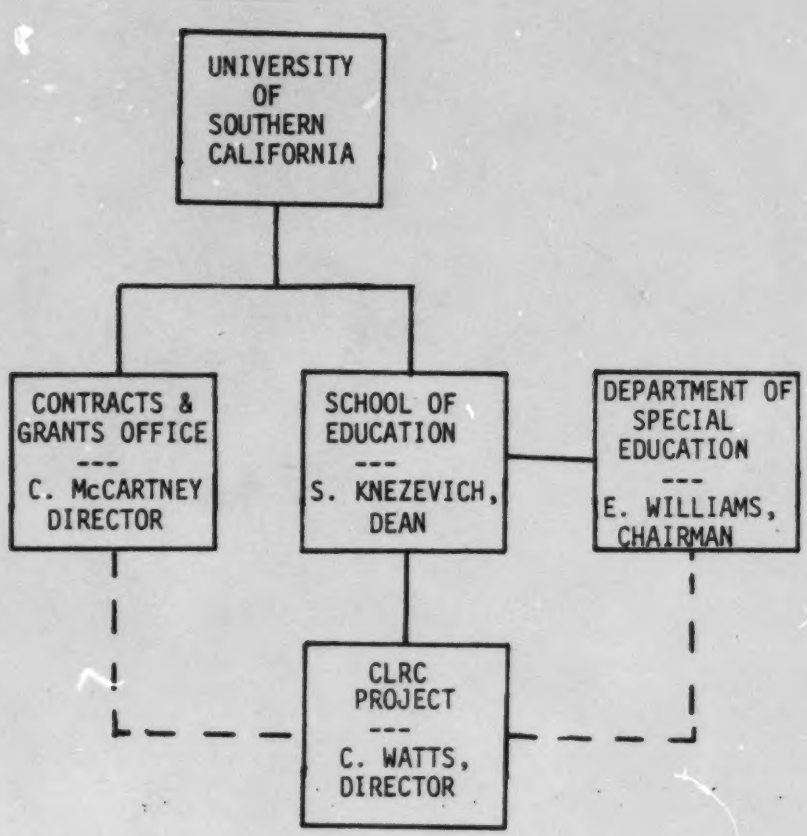

Figure 5. Position of CLRC project within the University of Southern California

II. STATEMENT OF WORK

Work completed during the three-year contract period is summarized below by Workscope Element.

IA. Local and state materials center service stimulation or development

1. Stimulated services in Comprehensive Planning Agencies and Responsible Local Agencies through subcontracts in cooperation with implementation of the California Master Plan for Special Education.

2. Developed 15 new Associate Learning Resource Centers; 10 within Standard Metropolitan Statistical Areas.

3. Stimulated and supported services at the state level through interaction with the Clearinghouse Depository for Handicapped Students (CDHS). Contract with Mr. Fred Sinclair, Director of CDHS, was made on October 7, 1974. A regular CDHS, column in the Communicator was established. Mr. Sinclair became the State Representative to the Executive Advisory Board in January 1975. The CLRC provided training for and funding for CDHS support staff to encode all CDHS materials into System FORE.

4. The CLRC provided information on national information retrieval systems and curriculum documentation in support of the intrastate information bank. Information on 43 systems was made available to LRC's, SEA, and appropriate designates.

1B. Assistance to SEA in state planning of intrastate materials and service.

1. Developed working draft of state plan for special education media and materials delivery system.

2. Worked in cooperation with IMPACT (Implementation of Master Plan Activities Coordination Team) to include media and materials delivery component as a Comprehensive Planning Agency application requirement.

1C. Consultation on educational technology or special education materials usage.

1. Promoted, encouraged, and supported the use of an objective-based media and materials retrieval system (System FORE) through consultation with local, intermediate, and state agencies including Responsible Local Agencies and Comprehensive Planning Agencies.

2. Provided consultation services through 1) on-site visits and 2) technical assistance on media and materials utilization in response to Associate Learning Resource Center requests for services. Provided assistance to Associate Centers in planning the expenditure of consultant monies provided by CLRC.

3. Established and maintained a consultant registry available to MLRC's, LRC's and SEA. The registry cross-referenced information on 41 professionals with specific expertise.

1D. Conduct or participate in media and materials conferences and workshops.

1. Provided two workshops a year for Associate Center directors and support staff, one directed at professional growth, one directed towards LRC operational development.

2. Conducted teacher training in System FORE, encoding, media utilization, materials adaptation and development.

3. Participated in state conferences: CANHC, CEC, AECT, ASET, MECCA.

4. Coordinated workshops in media and materials development, adaptation, retrieval, and competencies for local education units, state hospitals/institutions and state colleges/universities.

   a. Four existing media training packages were revised and updated; Language Master, Overhead Projector, Polaroid and Filmstrip. Ten workshops were conducted to train Associate Center staff in implementation of the packages. These packages have, in addition, been used in college/university and state hospital settings and with new Associated Centers.

   b. The 1975-76 media kits were created and synthesized as a result of the needs assessment (Teacher-made Materials, Media Utilization and Teacher-Adapted Materials). Two workshops to train personnel from Associated Centers, State Hospitals and Colleges and Universities were organized. Participation was contingent on a commitment to implement at least one of the three kits. Thirty-two people were trained, follow-up was conducted to support implementation.

1E. Dissemination of child-use instructional materials-related information to SEA designated recipients.

1. Disseminated, with state approval, media and materials information to state staff and 14,000 school personnel. Published and disseminated the following periodicals (see also III-A-5, Periodicals):

   a. Currents - LRC operation and management information

   b. Communicator - Media competency training; professional information

   c. Share - Child-use instructional materials information

2. Published and distributed seven resource directories:

   a. Directory of Media and Materials Publishers

   b. Directory of Special Education Service Agencies

   c. Media Competency Training Materials

   d. System FORE Self-Instructional Manual

   e. Catalog of Instructional Materials Encoded on System FORE

   f. Index to Publishers' Services

   g. Documentation Guidelines

3. Coordinated Traveling Displays - Career Education, High-Interest Reading

1F. Reinforcing state staff in media and materials and technology.

1. Supported Clearinghouse Depository for Handicapped Students via funds, training and staff consultancy.

2. Informed Office of Special Education and California Special Education Commission of California Learning Resource Center activities and efforts through presentations at various meetings.

3. Supported educational activities in state hospitals through conferences, inservice workshops, consultation, technical assistance and information relative to media and materials (see Figure 6).

3A. Identify media, materials and educational technology training needs.

1. Completed an Associate Center needs analysis based on a sample of approximately 1,000 special educators, administrators, and staff. The needs assessment was completed during the first half of the first year of the project.

2. Assessed training needs of colleges/universities and state hospitals/institutions. On the basis of the data, contacts were made with 17 institutional programs and training was planned.

3. Determined Associate Center director's perceptions of training needs in their servcie areas.

3B. Make needs known to pre-and inservcie training institutions and agents and provide consultation services to same.

1. Presented needs assessment results to SEA, colleges/university affiliated network, and California Learning Resource Center

	CONFERENCE	FORE	TECHNICAL ASSISTANCE	CONSULTATION
AGNES	X			
ATASCADERO	X	X	X	
CAMARILLO	X			
FAIRVIEW	X	X	X	
NAPA	X	X	X	
PACIFIC	X	X	X	X
PATTON	X	X		X
PORTERVILLE	X			
SONOMA	X			X
STOCKTON	X	X	X	

Figure 6. State hospital activities

Executive Board. A conference was held on October 21-22, 1975, at which 14 college/university programs were represented. The College and University Affiliate Network (CUAN) was formally proposed.

2. Provided funds to train the personnel of the Associate Centers and CUAN in skills prioritized by the needs assessment.

3C. Locate extant and usable training programs and materials which fulfill needs.

1. Researched and developed a listing of all extant media and materials training packages: Catalog of Media Competency Training Materials

2. Distributed copies to National Center on Educational Media and Materials for the Handicapped, specialized offices, 12 other ALRC's, colleges/universities within California, 39 Associate Centers, and California Department of Education.

3D. Conceptualize needed and unavailable training materials to fulfill needs; supervise and fund production using facilities and technical services of S1, S2, and S3 centers.

1. Conceptualized needed training in System FORE.

2. Conceptualized Materials Development and Materials Adaptation Workshops.

3E. Classify, describe and encode media material training materials for information base entry.

1. Classified, described, and encoded items at request of National Center on Educational Media and Materials. Encoded media competency training materials for NIMIS/NCEMMH. Attended NIMIS Abstracting Workshop in Austin, Texas, June 5-7, 1975. Abstracted CLRC media competency training materials.

III. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Successes and Impact

1. Associate Center and College and University Affilitate Networks

Inception of the Associate Center and College and University Affiliate Networks dates from establishment of the California Special Education Instructional Materials Center (SEIMC) in 1964. An organization of associate centers was formed early on. The organization included 24 California local education agencies and county offices of education by the end of the SEIMC program. Since 1974, the CLRC expanded that number to 42, the current Network of Associate Learning Resource Centers (Figure 7). All members met criteria established by an Executive Board for Associate Centers (Figure 8). Most of the Centers served the 21 counties that make up California's 16 SMSA's (Figure 2).

To complement the activities of these locally operated Associate Centers, the CLRC also developed a College and University Affiliate Network (CUAN) (Figure 9). The 17 members of this group participated in Network functions under a service agreement with the CLRC (Figure 10).

Under this agreement, CUAN representatives participated in the Associate Center Directors Workshops and brought information from these workshops to their respective Special Education Departments; Associate Center/CUAN interactions were stimulated; and cooperative and reciprocal activities between CUAN members were generated.

In FY 1976 and 1977, the CLRC made available a special-projects budget of $500 to each CUAN member, principally for acquistion of child use media and materials for demonstration in CUAN classrooms; acquistion of media and materials for teaching production techniques; and purchase of production supplies so that CUAN preservice trainees could develop classroom materials during a course of instruction.

2. Technical Assistance and Training

a. Technical Assistance to Associate Centers. The CLRC provided technical assistance to the Associate Centers in the following ways: 1) CLRC staff time for consultation; 2) $1,000 per Center for purchase of consultant services for media/materials assistance not available from the CLRC; 3) two Associate Centers directors' meetings per year; 4) participation of Associate Center directors in CLRC training sessions; and 5) information support via CLRC bibliographies, materials catalogues, source books and references, etc. As established by periodic site evaluations, Associate Centers steadily increased their capacity to deliver media and

Mr. Richard Kisling
Fresno Unified
2348 Mariposa Street
Fresno, CA 93721

Mr. Earl Lenz
Office of County Supt. of Schools
602 South Tippecanoe Avenue
San Bernardino, CA 92415

Mr. Bill Hatcher
Rowland Unified School District
1830 Nogales Street
Rowland Heights, CA 91748

Mr. Robert Liebl
Orange Unified School District
370 Glassell Street
Orange, CA 92666

Ms. Ruby Lingle
Lancaster School District
Box 1750
Lancaster, CA 93534

Mr. Tom Murphy
Special Education
720 Santa Barbara Street
Santa Barbara, CA 93101

Ms. Kay Nystrom
Anaheim City School District
412 East Broadway
Anaheim, CA 92805

Mr. Jerry Peterson
San Juan Unified School District
Special Ed. Department
4848 Cottage Way
Carmichael, CA 95608

Mrs. Marcie Radius
Castro Valley Unified School District
P. O. Box 2146
Castro Valley, CA 94546

Mr. Paul Redden
Tehama County Dept. of Spec. Ed.
P. O. Box 810
Red Bluff, CA 96080

Mr. Don Reed
Greeley Spec. Ed. Center
401 City Drive South
Orange, CA 92668

Mr. Harry Larson
Contra Costa County
2371 Stanwell Drive
Concord, CA 94520

Roger Titgemeyer
Hacienda La Puente Unif. Sch. Dist.
15959 E. Gale Avenue
P. O. Box 1217
La Puente, CA 91745

Ms. Arlene Schoonhoven
Los Angeles County Supt. of Schools
School Operations Resource Room #283
9300 East Imperial Highway
Downey, CA 90242

Mr. Jerry Shannon
Newport-Mesa Unif. Sch. Dist.
P. O. Box 1368
Newport Mesa, CA 92663

Mr. Gordon Stallings
Merced County Dept. of Ed.
632 West 13th Street
Merced, CA 95340

Mr. Richard Stiavelli
Sacramento City Unif. School Dist.
Administration Building
1619 N Street
Sacramento, CA 95814

Figure 7. Associate Learning Resource Centers

Dr. Larry Lindstrom
14611 East Broadway
Whittier, CA 90604

Mr. Dave Baarstad
Ventura Unified School District
120 East Santa Clara Street
Ventura, CA 93001

Mr. Larry Belkin
Fountain Valley School District
One Lighthouse Lane
Fountain Valley, CA 92708

Mr. Guy Chapman
Tulare County Dept. of Education
Education Building
County Civic Center
Visalia, CA 93277

Mr. Don Brecker
Special Ed. Prog. Devel. Center
Aymer J. Hamilton Bldg., Rm. 100
California State University-Chico
Chico, CA 95929

Mrs. Mary Bunge
Placer County Office of Education
1228 High Street
Auburn, CA 95603

Mr. Ben Croutch
Imperial County Supt. of Schools
155 South 11th Street
El Centro, CA 92243

Dr. Martin Dean
135 Van Ness
San Francisco, CA 94102

Harland M. DeBoer, Ph.D.
Director, Special Education
Fullerton Elementary Schools Services
1401 West Valencia Drive
Fullerton, CA 92633

Mr. Robert Dollarhide
Torrance Unified School District
4600 Merrill Street
Torrance, CA 90509

Mr. Howard Drucker
San Luis Obispo County Schools
2156 Sierra Way
San Luis Obispo, CA 93401

Ms. Nancy Evans
Special Ed. Material Center
2425 Jefferson Street
Napa, Ca 94558

Ms. Joanne Garrett
Stockton Unified School District
701 North Madison Street
Stockton, CA 95202

Dr. Paul Hillar
Stanislaus County Dept. of Ed.
801 County Center III Court
Modesto, CA 95355

Dr. Dewell Byrd
Humboldt Del Norte County
School Office
555 H Street
Eureka, CA 95501

Mr. Robert Howell
Placentia Unified School District
1301 East Orangethorpe
Placentia, CA 92670

Mr. Art Johnson
Sacramento County Office of Education
Educational Media Center
9738 Lincoln Village Drive
Sacramento, CA 95827

Dr. Sam Kier
Monterey Peninsula Unif. Sch. Dist.
P. O. Box 1031
Monterey, CA 93940

Figure 7. Continued

Mr. Ernest Strong
Kern County Supt. of Schools
5801 Sundale Avenue
Bakersfield, CA 93309

Mr. George Swartz
Shasta County Supt. of Schools
Div. of Spec. Education
1644 Magnolia Avenue
Redding, CA 96001

Dr. Robert Whitenack
Sonoma County Office of Education
Room 111 E
2555 Mendocino Avenue
Santa Rosa, CA 95401

Mr. Wallace Wilson
Office of Santa Clara County
Supt. of Schools
100 Skyport Drive
San Jose, CA 95110

Ms. Mildred Shehorn
Los Angeles City Unified School District
450 North Grand Avenue
Room H104
Los Angeles, California 90012

Dorothy Davis
San Diego Child Service Demonstration Center
6401 Linda Vista Road
San Diego, CA 92111

Charles Porto
Pomono Unified School District
800 South Garey
P. O. Box 2900
Pomona, CA 91766

Figure 7. Continued

CRITERIA FOR ESTABLISHING ASSOCIATE CENTERS

Prepared by Associate Center/CUAN Advisory Board, August 1976

An Associate Instructional Material Center shall:

1. Submit to the regional office a letter of intent to become an Associate Center, demonstrating interest in providing improved instructional material service to teachers of handicapped students.
2. Demonstrate willingness to participate in an on-site visit by regional representatives to discuss and consider the feasibility of becoming an Associate Center.
3. Be based on a documented need for providing instructional materials service to teachers of handicapped students within the designated region.
4. Comprise an area that is determined by legally defined boundaries of the one or more cooperating educational agencies who are making application.
5. Be of a size in terms of numbers of teachers and students served for maximum cost effectiveness.
6. Provide comprehensive services to all teachers of handicapped students within its designated region.
7. Be established by an agency, either public or private, which is already engaged in providing instructional materials service to handicapped students.
8. Develop and adopt a set of goals and objectives which are commensurate with those recommended by the Regional Center Office.
9. Cooperate with the Regional Center, other Associate Centers, as well as state, and other public and private agencies in sharing information, materials, materials assessment, and program data.
10. Participate in Associate Center Director's workshops in the fall and spring of each year.
11. Be receptive to an on-site visit by an audit team or committee representing the network to determine progress toward attaining the stated objectives for that Center.
12. Anticipate changing needs which may affect their Center, or result in modification of the entire network organization.

Figure 8. Criteria for establishing Associate Centers.

Credentialing Programs Offered by College and University Affiliate Network Members

State Colleges & Universities	Learning Handicapped	Severely Handicapped	Communication Handicapped	Physically Handicapped	Gifted
California Poly State University, San Louis Obispo, Mary Louise Brady	X				
California State University, Chico, Albert Marshall	X	X	X		X
California State University, Dominguez Hills, Karl Skindrud	X	X			X
California State University, Fresno, Lee Mach	X	X	X		X
California State University, Fullerton, Leo Schmidt	X	X		X	
California State University, Hayward, Harry Overline	X	X			
California State University, Long Beach, Alfred Schmidt	X	X			
California State University, Los Angeles, Ron Chan	X	X	X	X	X
California State University, Sacramento, Paul Thormahlen	X	X			
Humboldt State University, Arcata, Brenda U. Beal	X		X		
San Diego State University, San Diego, Carl Schultz		X	X	X	X
San Jose State University, San Jose, Sally Moya	X	X	X		X
University of California, Riverside, Lawrence Becker	X				
Private Colleges & Universities					
Dominican College, San Rafael, Madalienne F. Schmidt	X	X			
Mount St. Mary's College, Los Angeles, Patty K. Parnell	X				
University of San Diego, San Diego, Bob Nelson	X	X			
University of the Pacific, Stockton, Joan Osborn	X	X	X		

Figure 9. College and university affiliates

The California Learning Resource Center is a federally funded organization designed to provide media/materials support to institutions and programs concerned with education of exceptional individuals.

The College University Affiliate Network was established in October of 1975 for the purposes of improving, facilitating, and implementing media and materials activities at colleges and universities that train teachers who serve individuals with exceptional needs. If your program wishes to become a member of the College University Affiliate Network, please share this document and return the attached form.

Services provided through the CLRC are as follows:

1. Participation in a communication network including the State Department of Education; local district, and county offices of special education; college and university programs dealing with education of the exceptional, and national organizations and services.

2. Two meetings per year with this network (expenses paid)

3. Periodical information publications:

   a) Communicator-network newsletter with mailing list of 14,000
   b) Share-publication featuring new instructional materials for special education
   c) Currents-an information packet containing specific items of interest to college/university programs and learning resource centers

4. Information resources in the following areas:

   Publishers Index of Commercially Available Materials
   Consultant Registry
   Sourcebook of Educational Agencies
   Publishers Bibliography
   Various Materials Bibliographies
   Media Competency Training Guide
   NIMIS

5. Input on Executive Board of the CLRC

6. $500 provided to your program for the purchase of consultant assistance and/or training materials

Figure 10. CUAN service agreement

7. Technical assistance in the following areas:

   initiating or supporting cooperative efforts with state colleges, university programs and other educational agencies

   developing appropriate accountability process

   establishment of advisory committees

   utilization of CLRC resources and publications

   determining effective use of consultant monies

   implementing needs assessment activities

   media/materials facility design

   provision of information on media/materials

   adaptation of instructional materials

   teacher-made materials

   language master

   polaroid

   filmstrips

   overhead

   utilization of on-site media equipment

8. In-service of pre-service workshops in the following areas:

   overview workshop

   implementation workshop

   encoding of materials workshop

   establishing learning resource centers

   on-site classroom assistance in implementing System FORE

   Behavioral Skills Laboratory

Figure 10. Continued

The responsibilities of the designated representative on campus are as follows:

1. Coordination of CLRC services to department and program participants

2. Communication of CUAN activities within the department

3. Communication regarding CLRC activities with local school district (The representative may communicate services directly to the district or the communication may be channeled through another source)

The responsibilities of the designated representative to the CUAN are as follows:

1. Participate in two conferences per year, fall and spring

2. Communication of departmental concerns to the CUAN

3. Provision of evaluation data on CUAN and CLRC services

As the director or head of the department, I am aware of the service responsibilities of the designated representative.

Signed_____

As the designated representative, I agree to the service responsibilities outlined in this document.

Signed_____

Name_____ Title_____

Business Address_____

_____

_____

_____

Business Phone_____ Personal Phone_____

Home Address (optional)_____

_____

_____

Figure 10. Continued

materials services and training within their service areas, an improvement which they themselves attributed in large measure to the technical assistance of the CLRC and the Associate Center Network.

b. College and University Affiliate Network Development. Numbering seventeen members at the end of the CLRC project, the CUAN actively engaged in both pre-and inservice training, consultancy, and information dissemination related to media/materials usage for special education. Development of the CUAN also functioned to improve communication between special education programs in colleges and universities and between those programs and local, county, and state special education activities.

c. LOFT Training. Learning Opportunities for Teachers (LOFT) is a training system designed to provide affective experience and skills for designing learning environments to accommodate individual learner characteristics and abilities. The CLRC trained 18 teams consisting of a school administrator, teacher and resource person from Associate Center school districts. All 18 teams applied their LOFT training, and the majority planned for subsequent training within their districts.

d. Media/Materials Training. During its first two years, the CLRC implemented a strategy for training trainers through the use of packaged workshops. Three workshops were conducted for Associate Center, CUAN, and State Hospital personnel: 1) media usage; 2) production of teacher-made materials; 3) and teacher-adapted materials. The first workshop resulted in 15 trainee trainers conducting 10 workshops of their own within their own service areas. The second and third workshops resulted in 32 trainee trainers' instructing more than 250 teachers in their own service areas.

e. System FORE Training. In 1969, Los Angeles Unified School District began development of System FORE, an objective-based, developmentally organized curriculum for language, reading, and mathematics in special education. The CLRC provided training throughout California in this system because it is one of the few well-organized and validated instructional systems offering criterion-based assessments and correlations of instructional objectives with commercially available materials. Training in System FORE took place in 80% of the Associate Centers, most of which adapted the system to their materials-retrieval capabilities. The CLRC developed an encoding manual for schools to facilitate usage of System FORE, and paid for computer print-outs for resource centers wishing to correlate their materials inventory to System FORE through the use of computer programs produced by the VORT Corporation.

f. Contracts with State Master Plan Agencies. Over a period of two years, CLRC funds were allocated to 13 California Master Plan Agencies ($8,000 per Agency) to assist them in building capacity for media/materials services. Contracts were established with the agencies, and the CLRC monitored and assured quality control for contract activities. Eleven of the agencies receiving funds became members of the Associate Center Network.

g. Support to NIMIS. NIMIS is the National Instructional Materials Information System, a computer-based, on-line, interactive retrieval system specifically developed for the purpose of assisting teachers, parents, and other educators in locating information about instructional materials for use in special education. In addition to submitting more than 200 descriptors for the NIMIS Thesaurus, the CLRC arranged for installation of a NIMIS terminal at the Clearinghouse Depository for Handicapped Students, and, during FY 1977, the CLRC funded the services of a terminal operator/liason person. NIMIS resources were publicized throughout California during the spring of 1977, and special education personnel throughout the state began using this service.

h. Clearinghouse Depository for Handicapped Students. The Clearinghouse Depository for Handicapped Students is the California Department of Education's special education materials distribution center. The CLRC established a close working relationship with the CDHS. As a result, a NIMIS terminal was located at the CDHS and was operated by a CLRC-supported CDHS employee; the CDHS has had a regular column in the CLRC newsletter The Communicator; the CDHS participated in Associate Center Directors' Meetings; and the director of CDHS operations was a permanent member and state representative to the CLRC's Executive Advisory Board.

3. Studies, Plans, and Guidelines

The following studies, plans, and guidelines were developed by the CLRC and distributed to the State Department of Education, the Associate Center Network, and the CUAN. All were designed to support development and implementtion of media and materials programs. A description of each of these products may be found in IV, ADDENDUM, Products Produced.

a. Documentation Guidelines for Associate Learning Resource Centers, 1975

b. Needs Assessment for the State of California, 1975

c. Statistical Metropolitan Service Area (SMSA) Profiles, 1975

d. Plan for a Special Education Learning Resources System for the State of California, 1976

4. Sourcebooks and References

The following sourcebooks and references were developed by the CLRC and distributed to the State Department of Education, the Associate Center Network, and the CUAN. All were designed to provide information regarding media, materials, and related resources. A description of each of these products may be found in IV, ADDENDUM, Products Produced.

a. Media Competency Training Materials, 1975

b. Consultant Registry, 1976

c. Index to Publishers of Instructional Materials, 1976

d. Information Brochure: Media/Materials Services Available in California, 1976

e. Sourcebook of Educational Agencies and Addendum, 1976

5. Periodicals

a. Communicator - Published quarterly in tabloid format during the three years of the project. Provided information about media and materials; activities of Associate Center/CUAN members, CLRC, and California Department of Education; training; and other related projects and activities. Distributed to approximately 16,000 teachers and other school personnel, college and university staff, and others with interest in special education.

b. Share - Published quarterly during the three years of the project, in the form of packets of 5x8 inch information sheets describing child-use instructional materials. Distributed to approximately 2,000 LEA administrators and staff.

c. Currents - Published monthly during the school year for the last two years of the project, in the form of 8½x11 inch information sheets. Provided information on CLRC activities, intrastate and national conferences, publications of special interest, sources of free and inexpensive teacher-use materials; position announcements; etc. Distributed to approximately 100 Associate Center and SEA administrators.

B. Recommendations for Future Workscope Activities

1. Recommendations

Future workscope activities should expand the capacities of local education agencies (LEAs) and intermediate education units (IEUs) throughout the state of California to provide media and materials support in special education. The existing network of associate local learning resource centers (Associate Centers) and college and university affiliates should be the vehicle through which these objectives would be implemented. The workscope activities should:

a. Improve the delivery of media/materials services (1) by expanding the number of Associate Centers from the existing 42, (2) by supporting media/materials development and demonstration by the Centers, and (3) by improving Center operations through site evaluations;

b. Enhance personnel competencies in media/materials development and usage through inservice workshops for Center directors, and through support of the training of professionals and allied personnel by Associate Center/College and University Affiliate Network (CUAN) members; and

c. Increase the availability of information about media and materials for special education by providing an interface with the National Instructional Materials Information System (NIMIS) for LEAs and IEUs and by disseminating information about NIMIS resources and how to access them.

In 1977, prior to the close of the CLRC project, 110 school districts with an average daily attendance of more than 10,000 each were contacted through their educational materials centers (EMCs) to determine their interest in the Associate Center program. None of these districts were then represented by an Associate Center. Twenty-one of the districts (Figure 11) returned an information request form (Figure 12) showing interest.

The workscope should support the development or demonstration of new, or improvements of existing methods, approaches, or techniques which would contribute to the adjustment and education of handicapped learners through the use of instructional materials, media, and/or technology. This support could be in the form of mini-grants awarded to Associated Centers or CUAN members on a competitive basis.

The Associate Centers would be the vehicle for demonstrating and dissiminating the products of the mini-grants.

Each Associate Center and CUAN member should be allocated funds to support training of professionals and those being prepared for special education careers. All training activities would be specified in advance by applicants for these funds through use of a consultant services request similar to that shown in Figure 13, approved before funding, and monitored during implementation.

Semi-annual workshops should be conducted for the Directors of the Associate Centers and CUAN representatives to upgrade their knowledge and skills with respect to new or improved methods, approaches, and techniques in development and use of instructional materials, media and/or technology. In addition to the information and instructional objectives of these workshops, they also would provide opportunities for peer interactions between Center administrators and for review of applications for Associate Center membership and mini-grant proposals.

Figure 11. Districts expressing interest in becoming Associate Centers

-46-

	ADA
Alameda City Unified	10,513
Berkeley Unified	14,900
Fremont Unified	32,001
Mt. Diablo Unified	50,810
Bakersfield City Elem.	19,227
Burbank Unified	14,061
El Monte Union High	16,770
Inglewood Unified	12,513
Norwalk-La Mirada	24,876
Pasadena Unified	26,054
Santa Monica Unified	13,443
Whittier Union High	13,460
Novato	10,899
Anaheim Union High	12,496
Elk Grove Unified	11,028
Folsom-Cordova Unified	12,300
Colton Joint Unified	10,745
Cajon Valley Union Elem.	13,168
Chula Vista City Elem.	15,395
Alum Rock Union Elem.	14,966
Palo Alto City Unified	12,920
TOTAL	362,545

EMC INFORMATION REQUEST FORM

School District: Alameda Unified School District

EMC Director/Coordinator: Velma L. Elliott

Address: Child Service Demonstration Center

825 Taylor Avenue

Alameda, CA 94501

Phone: 522-4835

Does your Center act as a primary source of media and materials support for special education programs in your district?

YES X NO _____

If no, who does provide that support? _____

Are you interest in receiving for your teachers:

YES CLRC Communicator

YES Share/Connections

Number of mailing list applications needed: 28

Are you, as EMC Director/Coordinator, interested in receiving Currents?

YES X NO _____

Would you like to be contacted in the Fall concerning further participation with CLRC?

YES X NO _____

Please return to:

Mr. Roger S. Perkins
California Learning Resource Center
600 South Commonwealth Avenue, Suite 1304
Los Angeles, CA 90005
(213) 381-2104

Figure 12. Information request form.

CONSULTANT SERVICES REQUEST

Date: _____

Center _____

Person requesting services: _____

Area of services requested: _____

_____

Consultant requested: _____

Cost: _____

Purpose of requested services: _____

_____

_____

_____

Evaluation Criteria: _____

_____

_____

Date acted on by CLRC: _____

Signed: _____

Evaluation of Services: _____
(Payment contingent upon return)

_____

_____

_____

_____

_____
Signature

Figure 13. Consultant services request

The workscope should provide for expanded media and materials related information from the National Instructional Materials Information System (NIMIS). Abstracts contained in NIMIS could be made available to all LEAs and IEUs through the Clearninghouse Depository for Handicapped Students (CDHS), where a NIMIS-connected terminal is located. Information to update professional personnel concerning NIMIS would be disseminated statewide periodically. A NIMIS session would be a feature of each Directors' Workshop.

The workscope should accommodate peer assessments of Associate Center performance through the site evaluations. Every Associate Center should be visited by a team consisting of another Associate Center director, an administrator from the service area, and project and consultant personnel. In addition to providing the opportunity for technical assistance in improving Center performance, the site evaluations also would yield recommendations for other workscope activities.

2. Relevance to P. L. 94-142 Priorities

The Education for All Handicapped Children Act (P.L. 94-142) and the regualations for that law (Sections 121a.220-226) spell out in specific detail that "free appropriate education includes an individualized education program for every handicapped child so served." The individualized education program (IEP) has been described as the heart of P. L. 94-142. It mandates the ideal.

The recommendations for future workscope activities view these activities as an enviable opportunity to help make the ideal a reality. At no time has the potential for influencing special education through improved usage of media, materials, and related technology been greater. The recommended activities could exploit that opportunity and the potential for impact to the fullest.

With reference to the California Master Plan for Special Education (A.B. 1250), the proposed grant activities respond directly not only to IEP goals and objectives therein, but also to the personnel development (i.e., teacher training) priorities of the California Department of Education.

3. Results and Benefits Expected

The results and benefits expected from the recommended workscope activities are:

a. the delivery system for imparting information, skills and knowledge to special education personnel throughout the state of California would be expanded, refined, and strengthened;

b. personnel competencies would be enhanced for the selection, developement, evaluation, and use of media, materials and related technology for special education; and

c. teachers of handicapped students would have greater access not only to information about media and materials, but to the media and materials themselves.

Children with exceptional needs would realize the results and benefits of the workscope activities through the training and information services received by professional and paraprofessional personnel not only at the in-service level, but also through College and University Affiliate Network preservice programs. More than 4,000 individuals would be instructed through College and University Affiliate Network programs.

4. Potential for Dissemination and Replication

The model for creation of new Associate Centers and the development and refinement of existing Centers would be a replicable product of the workscope activities. Furthermore, it is a product which would be applicable not only in California, but nationwide. This applies equally to the establishment of new Associate Centers, improvement of center operations through site evaluations, and training activities.

The media/materials/methods developed and/or demonstrated through mini-grants would be highly disseminable and replicable. All new products created could be copyright free. All documents describing new or improved media/materials related methods, approaches, and techniques also could be in the public domain.

All training activities would be designed so that those being trained could subsequently train others using the same techniques. This approach, sometimes called the dissemination change agent (DCA) model, already has been used widely in past Associate Center/CUAN activities throughout California. The "ripple" effect it engenders has been demonstrated impressively in a variety of project activities.

IV. ADDENDUM

List of Center Products

Region #2

Products Completed 9/1/74 through 8/31/77

Product

Title - Consultant Registry
Author - Charles A. Watts, Director
Region - #2
Abstract Description - A reference providing extensive information on consultants throughout California who are willing to share expertise and skills in the field of special education.

Product

Title - Documentation Guidelines for Associate Learning Resource Centers
Author - Charles A. Watts, Director
Region - #2
Abstract - A looseleaf workbook with guidelines for collecting and producing documents that substantiate a Learning Resource Center's goals, objectives, and activities.

Product

Title - Index to Publishers of Instructional Materials

Author - Charles A. Watts, Director
Region - 2
Abstract - Information on commercial publishers of child-related media and materials: addresses, local representatives, materials description, and services rendered.

Product

Title - Information Brochure
Author - Charles A. Watts, Director
Region - #2
Abstract - Describes media/materials servcies available within the State of California and how these services articulate with one another. Descriptions include the Associate Learning Resource Center Network, The Clearinghouse Depository for Handicapped Students, California Learning Resource Center, the College and University Affiliate Network, etc.

Product

Title - Media Competency Training Materials
Author - Jacqueline M. Bolen and Donna Vander-Beugle

Region - #2
Abstract - A compilation of data on 304 training materials, both print and mediated, in the area of media competency skills.

Product

Title - Needs Assessment for the State of California
Author - Charles A. Watts, Director
Region - #2
Abstract - Report on a survey of more than 1,000 school districts and county educational agencies, conducted through the Associated Center network, to identify need media/materials training and training materials.

Product

Title - Plan for a Special Education Learning Resources System for the State of California
Author - Roger S. Perkins and Leo E. Persselin
Region - #2
Abstract - A plan developed for the office of Special Education, California Department of Education, for consolidating and systematizing state support to delivery of special education media/materials services, combining all state media/materials activities under a single aegis.

Product

Title - Sourcebook of Educational Agencies and Addendum
Author - Charles A. Watts, Director
Region - #2
Abstract - A state and national directory to educational agencies of potential service to special education programs and resource centers.

Product

Title - Standard Metropolitan Statistical Area Profiles in the State of California
Author - Charles A. Watts, Director
Region - #2
Abstract - Report on a survey of 131 county and district superintendents of schools in 16 SMSAs, each district serving at least 10,000 children. Profiles of scope of service, extent of coverage, and state of financial self-sufficiency for media/materials resource centers in each SMSA.